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ABSTRACT

GRADES OR AGES: Grade 9. SUBJECT MATTER: Social Studies; Indian civilization. ORGANIZATION AND PHYSICAL APPEARANCE: The central part of the guide is divided into seven subunits, each of which is laid out in three columns, one each for topics, activities, and materials. Other sections are in list form. The guide is mimecgraphed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: General objectives for the unit are listed on the first page. Each group of activities in the second column is related to a topic in the first column. INSTRUCTIONAL MATERIALS: Each group of materials listed in the third column is related to one or more activities. In addition four appendixes contain curriculum materials. STUDENT ASSESSMENT: No mention. OPTIONS: The guide is prescriptive as to course content and timing. Activities and materials are optional. (RT)

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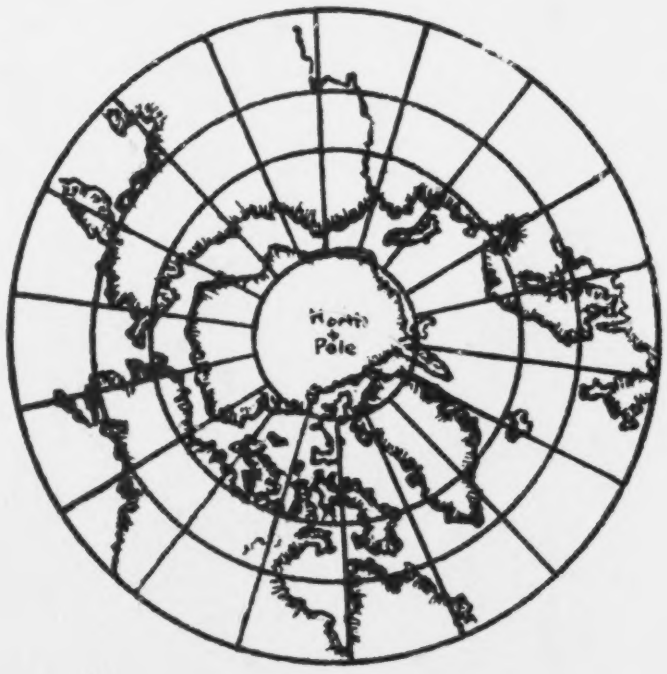
INDIAN CIVILIZATION
RESOURCE UNIT I
GRADE 9



RHODE ISLAND COLLEGE
PROVIDENCE PUBLIC SCHOOLS

SP007081

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UNIT I. INDIAN CIVILIZATION

SUGGESTED TIME: 8-10 WEEKS

I. INTRODUCTION

The Resource Unit on Indian Civilization is designed to follow the format set in grade eight; that is, key questions will be raised that should be discussed in the study of any civilization. The sequence of questions and the activities pursued in answering them are left to the discretion of the teacher.

II. AIMS

1. To develop an appreciation of Indian Civilization.
2. To acquire an understanding of the pattern of analysis that may be applied to a study of any civilization.
3. To acquire an understanding of the basic components and important events of Indian Civilization.

III. GENERALIZATIONS

1. The subcontinent of India is linguistically, religiously, and ethnically complex and diverse.

2. The native Dravidians were driven south during the Aryan (Indo-European) invasions, about 2500-1500 B.C.

3. The caste system, long a facet of Indian life, (although discrimination based upon caste is now illegal), has traditionally been based upon birth and largely defines one's occupation and social group.

4. Although the impact of the West, of Islam, and of laws since 1947 have weakened the caste system somewhat, it still remains a powerful force in Indian life.

5. Hinduism is not only a religion but a philosophy of life.

6. During the Gupta period (320-647 A.D.) Indian culture spread through much of South Asia and her maritime power led her to play a major role in this area.

7. The Muslim emphasis on the spiritual equality of individuals had a profound effect on Indian culture, leading first to conflict and finally to reform movements.

8. Western interest in Asia became pronounced in the sixteenth century.

9. The British gained the dominant control in India late in the eighteenth century and imported Western ideas and culture. Yet India remained predominately agricultural and the village continued as the center of Indian life.

10. In the late 1870's feelings of nationalism began to stir in India; in 1947 India became independent.

11. During this period (late 1870's - 1947) India experienced Muslim - Hindu tensions; Ghandi and his ideal of Satyagraha played a leading role; and there was an undermining of traditional Indian manufacturing and crafts by cheaper western products.

12. As an independent country, India has had to contend with the problems of poverty, illiteracy, national insecurity, and explosive population growth.

IV. VOCABULARY

Aryan

Brahman

Buddhism

caste system

Christianity

cooperatives

cottage industries

cremation

Dharma

Dravidian

five-year plan

Harijan

Hegira

Hinduism

Indian Mutir

Islam

Jainism

jajmani

Karma

Koran

madras

Mohenjo-Daro

Moksha

monsoon

Nirvana

panchayat

prophet

reincarnation

Sikhism

V. DEVELOPMENT OF UNIT
A. LAND, CLIMATE, RESOURCES

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Where is Indian Civilization located? What is the size of the Indian subcontinent?	Using a wall map and the Classroom Atlas, point out the location of India. What countries and bodies of water border India? Why is this area often referred to as a subcontinent? What effect have the Himalayan Mountains had on India? What countries comprise the subcontinent? Find the number of square miles covered by India. How does its size compare with the United States? with other areas you have studied?	Allyn & Bacon: India pp. 7-10 Macmillan: India and South Asia pp. 5-14 McCormick-Mathers: Story of India pp. 92-105 Cambridge: India - Pakistan pp. 1-10, 21-23 Fideler: India pp. 11-25
What are the outstanding physical features of the Indian subcontinent?	Use the Classroom Atlas to identify major rivers, mountains, plains, jungles, deserts, lakes, plateaus, and the like. The class might then be divided into several groups to do research and make maps of the major physical features. One important question which should be answered is: what effect have the various physical features had on the development of India and Pakistan? A report might be prepared on the extent to which some of the water power of India has been utilized and the potential water power availble. A large physical feature map might be prepared for the bulletin board or as a group project a physical feature map of saw-dust might be prepared.	Scholastic: Subcontinent of India pp. 10-17 Scott, Foresman: India pp. 19-22, 24-25 Laidlaw: India and the World Today pp. 6-7 Rand McNally: India and Southeast Asia pp. 144-6 Filmstrip: SS-R-12-b "Geographic Background"

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What has been the significance of the great river systems to India?	India has three major river systems: the Indus and its tributaries, the Ganges and its tributaries, and the Brahmaputra system. A group of students might trace the significance of each river system to the development of India and report their findings to the class. Perhaps a large map of India with the three river systems on it might best illustrate to the class the importance of these river systems to India.	
What types of climate, rainfall, soil, and vegetation are found in India? On the Indian subcontinent?	India is divided into three or four geographic areas: 1. Himalaya Mountain area 2. Ganges (lowland) plain 3. Deccan plateau 4. Southern Coastal plain (Some books omit division #4.) The class could be divided into three or four groups to report on the climate, rainfall, and vegetation of each area. After the reports have been given the class should discuss which area would be best suited for habitation, agriculture, industry, trade, etc. (Do the same for the subcontinent.) A special report should be prepared on the monsoons and the importance of the monsoons to the people of India and the subcontinent.	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What are the major resources of India? of the subcontinent? To what extent are they being utilized?	The class could be divided into three groups to report on the amount, type, and usefulness of . mineral resources . forest resources . fuel and energy resources to be found in India and the subcontinent. Another group of students might investigate the degree to which various raw materials are utilized in the area. Class discussion: What other materials may be classified as resources? Note that human beings can be classified as a resource also. Capital is another type of resource which is very important. A large raw material map might be prepared for the bulletin board showing the location of the major resources to be found in India and the subcontinent.	

B. TIME SEQUENCE

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is the length of Indian Civilization? What are some major developments in Indian history?	The students might skim their books to discover approximately when Indian Civilization began. Dates, of course, will vary. Ruins uncovered indicate that Indian Civilization dates back to about 3,000 B.C. (It should be noted at the outset that when referring to India before 1947 Pakistan is also included.) It should be explained to the class that historians divide the history of an area into periods in order to facilitate their study. Cite the divisions that Stavrianos has used as an example. Another way of dividing Indian history is by dominant control: . Prehistoric (3000-1500 B.C.) . Hindu and Early Aryan (1500-1000 B.C.) . Moslem (A.D. 1200-1760) . British (1760-1947) . Indian Independence (1947 to present) Point out the difficulty in determining dates for early periods. The class might be divided into groups to research and report on these periods of Indian history. Each group could prepare a time line to illustrate the major events of each period. Information on the people, their customs, and institutions should be given. Another group of students should report on the period between 1,000 B.C. and 1200 A.D. What significant events occurred? Three empires during this period were the Maurya (125-184 B.C.), Kushan (50-220 A.D.), and the Gupta (320-647 A.D.). Note that	Allyn & Bacon: India pp. 13-18 Scholastic: Subcontinent of India pp. 37-78 Cambridge: India-Pakistan pp. 48-93, 98-99 Rand McNally: India and Southeast Asia pp. 148-167 McCormick-Mathers: Story of India pp. 106-130 Macmillan: India and South Asia pp. 53-67 Lippincott: Man's Cultural Heritage pp. 16-18, 30-32 39-42, 122-125 Fideler: India pp. 26-55 Filmstrips: SS-R-12-a "Historic Background" SS-R-19-e "Rise of Civilization in India" Transparencies: TRSS-56-b "Ancient Eurasian Centers of Civilization and Trade Routes

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	the Gupta period marks a high point in which the arts, literature and medicine flourished. Another report should deal with the period of Buddhist development in India. How expansive was Buddhism in India? In neighboring countries? It should be brought out in class discussion or by the teacher that conflict between the Aryan (invaders) and Dravidian (natives) led to eventual establishment of the caste system, a major feature of Indian life. A map might be drawn to show the various areas dominated by the controlling groups in India through the years. Why did the changes in area occur? Located on the map should be such places as: . Mohenjo-Daro . Harappa . Maurya, Kushan, and Gupta Empires . Areas of Persian and Greek contact . Area of Moslem Conquest Another map might be drawn to show British India and the native states during the period of British domination. Some students might undertake a project to reconstruct in miniature the city of Mohenjo-Daro.	Transparencies: TRSS-56-c "Origins and Spread of Religions in Europe and Asia" TRSS-56-d "Ancient Empires of Europe and Asia (1400 B.C.-600 A.D.)" TRSS-56-3 "Some Later Empires of Asia (300 A.D.-1700 A.D.) (Teacher might refer to Oxford University Press: Civilization of The Indus Valley and Beyond

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Individual student reports might be given on some of the important personalities in Indian history . Asoka (Maurya King) . Akbar (Mogul Emperor) . Robert Clive . Warren Hastings . Mohandas Gandhi . Ali Jinnah . Jawaharlal Nehru	
To what specific areas was Indian civilization spread?	Indian Civilization was spread to most of Southeast Asia and is found in Bhutan, Nepal, and Ceylon also. A group of students could prepare a report on areas into which Indian Civilization had spread telli g when and how it reached these areas. A map should be prepared to accompany the report.	

C. PEOPLE AND WAYS OF LIVING

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is the population of India? of the subcontinent?	Have several students find the population of India and the subcontinent in their books or the Almanac. Note that India is second only to China in population. A student should determine the density of population in India and report to the class on the meaning of the figure. A population distribution map should be made and based on information already studied, the students should be able to determine why the people live where they do. The class should also discuss whether or not India's population is rural or urban and why. Several students might determine the rate of population growth, the life expectancy of an Indian, and the number of doctors and hospital beds available per Indian. An interpretive report on these figures or a class discussion would be helpful. A chart with these figures on it should be made for the bulletin board or duplicated and passed out to the students. The teacher should lead a discussion or have a report given on the government's attempts to reduce population growth through birth control programs.	Cambridge: India-Pakistan pp. 10-25, 106-108 116-120, 127-128 McCormick-Mathers: Story of India pp. 8-23, 34-38, 41-54, 147-152, 160-162 Macmillan: India and South Asia pp. 15-17, 21-23, 28-34, 83-87, 97-107 Fideler: India pp. 76-108, 121-128, 149-154 Scott, Foresman: India pp.-22-26 Scholastic: Subcontinent of India pp. 17-21, 32-35 Allyn & Bacon: India pp. 45-47

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What types of people inhabit India? Note: While each group is dominant in the area mentioned, various types are found in all parts of India.	From their study of the historical development of India the class should have some idea of the groups of people to be found in India today: . Indigenous to India are the dark-skinned Dravidians (south) . About 2500 B.C. the fair-skinned Aryans invaded India (north) . Also to be found in India are yellow-skinned peoples descended from the Chinese and Tibetans (northeast) . There still exist in India about 25 million primitive tribesmen From this brief survey the students will realize that there are a diversity of peoples in India. Besides the above-mentioned groups there are a variety of provincial types also. There has been some fusion of the groups but each has tended to maintain its own customs and traditions. The students might make maps to show the area in which each group is concentrated. A report might be prepared on the tribal peoples and the descendants of Chinese and Tibetan peoples giving information on when and how these people came to India and some idea of the way they live today. Because of the diversity of its people India has a variety of languages. There are fifteen official languages and over eight-hundred minor languages and dialects. However, at least 75% of the people speak an Indo-Aryan language. A group of students might report on the languages of India and	Filmstrips: SS-H-24-b "Bangalore India" SS-H-24-c "Calcutta, India" SS-M-19-a "Bombay, Gateway to India" SS-R-12-c "People of India" SS-R-12-f "Agriculture-India" SS-R-12-g "Natural Resources and Industries-India" SS-R-12-h "Important Cities-India" SS-R-12-i "Other Important Cities"

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	use a map to illustrate the diversity of languages. Class discussion should follow the report on the problems India faces because of its ethnic and linguistic diversity. Another report or discussion should center on the English language and its place in India. Information should be given on Lord Macaulay's Education Minute issued in 1835 and recommending that English be the basis of instruction in India. What effects did adaptation of the English language have on business and education in India? What is the present status of English in India?	
What are the major occupational classifications of India?	More than 70% of India's people are farmers. It ranks third in the world in the amount of land devoted to agriculture. Yet poverty and hunger are still major problems today. Review the concept of underdeveloped or developing. Recall with the class facts about India's fast-growing population. Discuss other factors which have led to a shortage of food supply in India: . monsoons . primitive farming methods . inefficient tools . lack of fertilizer . religious customs . size of farms In connection with religious customs discuss the role of the caste system. What castes are involved in farming? Are Indians socially conscious of caste or sub-caste distinctions? What role(s) in rural life are played by the outcastes? What is meant by the term harijan?	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Some of the more important farm crops raised in India are: . rice . wheat and other grains . jute . cotton . tea . peanuts . sugar cane . spices (pepper) A group of students should report on the production of these crops showing with maps where they are grown and giving the amount and value of the crop to the economy. Also included should be information on how the crops are raised and to what degree, if any, they are exported. Also mention those foods and materials which are imported. Another report might be given on India's farm animals. It should be pointed out that although the Indians raise a great number of cattle, the Hindus believe it is wrong to kill these. It might be interesting for a student to compare the cattle population to the human population in India. In the same way the dog and cat population might be compared to the human population in the United States. What do the figures tell us about the two civilizations? An area of investigation for a group is life in a farming village. The students should investigate and report on the homes , clothing, food, and recreation of the people. The importance of the village in Indian society should be emphasized. The students should consult National Geographic for articles on the Indian village.	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	A group report should be prepared on the degree of manufacturing carried on in India. Most of it is still in the form of "cottage industries" but textile manufacturing is an important industry.	
What are the chief urban areas of India?	Although most of India's population lives in villages, about 93 million people live in cities. Have the students locate some of the more important of these in their Classroom Atlas. Reports might be prepared on some of India's cities giving information on their population, history, and importance. These reports, together with pictures and maps, will give the students an idea of urban Indian life. A panel discussion might be held on urban problems in India. How do these differ from Indian rural problems? Investigation should be made of some of India's large metropolitan complexes such as Calcutta, Bombay, and Delhi and information given to the class.	

D. INSTITUTIONS

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What are the major political institutions of India? of Pakistan? How have these developed?	One group of students could investigate and report on the political system and institutions of early India. What degree of central control existed at various times? How important and powerful were the various local governments? A second group of students should report on the development of the political system under British rule. What was the distinction between the Native (or Princely) States and British India? A discussion based on the students' reading should be held on the creation of Pakistan. Why was it created? When? What were the events that led to separation? The class might then look through their books for information on the current political systems of India and Pakistan. They might then discuss the development of these systems and any influence the British have had on structure. India's government can be classified as federal, republic, democratic, representative, and cabinet (parliamentary) in form. (Refer to Appendix D) Discuss the meaning of these terms with the class. (The teacher should emphasize function and not structure) Classify Pakistan in the same way. Also bring out the idea that just because a government has a definite structure, it is not necessarily static and that the problem of achieving a viable government is constant.	Allyn & Bacon: India pp. 20-39 Allyn & Bacon: Readings in World History pp. 595-596; 598-600; 606-615 MacMillan: India and South Asia pp. 68-74 Scholastic: Subcontinent of India pp.60-90; 130-136 McCormick-Mather Story of India pp. 123-142 Fideler: India See index under Government Cambridge: India-Pakistan pp. 82-100; 160-165 Laidlaw: India and the World Today pp.27-32 Rand McNally: India and Southeast Asia pp. 188-207 Filmstrip SS-R-12-e Transportation; Communication; Armed Forces and Government-India

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Special reports might be given on the following areas: . Guided Democracy (Pakistan) . Indian Mutiny of 1857 . Indian Political Parties . Village Government (Past and Present) . Panchayat System . Independence and Separation of India and Pakistan . Prime Minister Lal B. Shasteri or Indira Gandi. Discuss Indian nationalism of the late 19th and 20th centuries. Also discuss some of the problems currently faced by India . Illiteracy . Poverty . Language . Disunity In class discussion compare the political system of India and Pakistan.	
What are the major religious institutions of India? of Pakistan? What has been the development of these institutions?	Most Indians are Hindus but members of other religious groups are also found in India. . Hindu 83.5% . Muslim 10.5% . Christian 2.5% . Sikh 2.0% . Buddhist .75% . Jain .5% . Other .4% Have a student determine % of each in Pakistan. Several groups of students might report on Hinduism as a religion and as a way of life. They should give information on: . Origins and developments . Basic tenets . Effect on daily life	McCormick-Mathers: Story of India pp. 56-80 Macmillan: India and South Asia pp. 35-44 Allyn & Bacon: India pp.64-70 Allyn & Bacon: Readings in World History pp.634-639 Fideler: India pp. 39-44;66-74; 136-143 Cambridge: India-Pakistan pp.29-43

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Other groups might report briefly on Islam, Christianity, Buddhism, Sikhism, and Jainism in the same manner. Following the reports a class discussion might be held to determine the basic similarities and differences of these religions. A special report might be given on Indian religious epics such as the Ramayana and the Mahabharata; and on religious holidays in India. Discuss the religious reasons for the creation of Pakistan. Bring out the idea that in a Muslim state the religious and secular can not be separated as they can in a Christian state.	Scholastic: Subcontinent of India pp.21-32 Rand McNally: India and Southeast Asia pp.146-148;151-153;156-158; 182-183;195-196 Lippincott: Man's Cultural Heritage See index under various religions Golden Press: World's Great Religions. Appropriate sections. Filmstrip SS-R-12-d Religion, Education, Literature, and Art-India.
What is the composition and position of the family in India today? In Pakistan? What has it been in the past?	The students might look through their books to find information on the joint-family system, common in the villages of India. Discuss the importance of children in this family unit. Also discuss the advantages and disadvantages of this system. A special report might be given on the position of women in India. How has the women's position changed through the years? How does the life of a village woman differ from the life of an urban woman?	Allyn & Bacon: India pp.56-59 Allyn & Bacon: Readings in World History pp. 652-656 McCormick-Mathers: Story of India pp. 19-23;37 Macmillan: India and South Asia pp. 25-27 Cambridge: India-Pakistan pp.130-132

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Several students might report on the changes in the family and the position of the woman in Indian society. Another student might discuss the position of the family and women in Pakistan.	Rand McNally: India and Southeast Asia pp. 174-181 Lippincott: Man's Cultural Heritage pp. 104-106
What is the caste system?	The students have probably discussed the caste system earlier and have some idea of what it is. At this point it might be worthwhile to have a group of five (5) or six (6) students give a complete report on the caste system covering such areas as: . Origins and development . Purpose . Tie with religion . Regulation of life and conduct . Caste system today After the reports the class might discuss the value of the Caste System. How has it helped and hindered Indian social development?	Macmillan: India and South Asia pp. 17-21 McCormick-Mathers: Story of India pp. 24-31;61 Scholastic: Subcontinent of India pp. 23-26 Allyn & Bacon: India pp. 66-67 Cambridge: India-Pakistan pp.34-38 Lippincott: Man's Cultural Heritage pp. 102-104 Filmstrips: SS-C-9-e Ramesh of India SS-M-19-b Village In India SS-V-1 Village in India SS-F-30-e Family of India

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What type of schools and education are found in India? To what degree is education compulsory?	Information should be gathered and discussed on the development of education in India. What type of education was found in India prior to British rule? What type of education did the British introduce?	Fideler: India pp. 105-111 McCormick-Mathers: Story of India pp. 53-54; 168-173
What institutions of higher learning are found in India? What educational institutions are found in Pakistan?	A group should research and report on education in India today covering: . Control of education . Elementary education . Secondary education . University education . Illiteracy . Adult literacy campaign A student should discover the age to which education is compulsory in India, Indian concept of public and private education, and attitude toward education for females. He might also make a survey of selected countries to show how India compares with these. Brief reports might be made on some of the more important Indian universities. Also reports might be given on Ram Mohan Roy, Rabindranath Tagore, and Mohandas Gandhi in reference to their ideas about education. The class should name and discuss some of the major problems that India faces in attempting to educate her citizens. They should also discuss the fact that a large number of India's graduates are unemployed and prefer not to work in the villages but in the city. A comparative report should be given on the educational institutions of Pakistan. The report should be followed by class discussion.	Macmillan: India and South pp. 88-96 Cambridge: India-Pakistan pp. 121-126 Library Books Almanac

E. CREATIVE EXPRESSION & CONTRIBUTION

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What has been the development of the arts and literature in India?	A group of students might prepare a time line on developments in: . Literature . Painting . Sculpture . Architecture . Music . Theater If possible the group might collect pictures of Indian sculpture, painting, and architecture: translations of Indian literature and drama; and recordings of Indian music, as for instance Ravi Shankar for the class to hear and see. The class might compare Indian art and literature with their own.	Holt, Rinehart & Winston: A Graphic Guide to World History (selected pages) Macmillan: India and South Asia pp. 45-52 McCormick-Mathers: Story of Nations pp. 83-90 Cambridge: India-Pakistan pp. 128-130 Fideler: India pp. 144-147 Scholastic: Subcontinent of India pp. 100-102
What achievements have the Indians made in science and technology?	Another group of students might prepare a time line on development in the sciences and technology. After the reports have been given the class might determine, through discussion and reading specific contributions which the Indians have made to the world in the various fields studied. The teacher or a student might contact the museum at Rhode Island School of Design to inquire as to the extent of the Indian collection and to plan a trip to the museum. Also ask if there are any exhibits of Indian art available which could be delivered to your school.	

F. ECONOMIC PLANNING

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is economic planning? Why is it necessary in India? When was it instituted? How successful has it been to date?	As the class already knows, India is predominately agricultural. She is attempting to increase her industrial output and to develop her economy. Thus, the government has utilized a series of five-year plans since 1951. Have the class find in their books the purposes and degree of success of these plans. Follow the reading with a discussion of the value of such planning. India has also been trying to raise agricultural production through the Community Development Programs, begun in 1952. A report on this program, as well as other efforts the government has made to aid agriculture, should be given. . Land reform . Irrigation projects . Cooperatives Other reports should be given on various agencies besides the Indian government, which have given financial and technical assistance to India to aid her economic growth. . Colombo Plan . U.N. Agencies . Ford Foundation . Rockefeller Foundation . World Bank . International Finance Corporation and Development Fund	Macmillan: India and South Asia pp. 108-121 Allyn & Bacon: India pp.41-55 Cambridge: India-Pakistan pp. 108-116; 117-121 McCormick-Mathers Story of India pp. 177-178 Scholastic: Subcontinent of India pp.90-100 Allyn & Bacon: Readings in World History pp.624-630 Fideler: India pp.120-121; 126-128 Scott, Foresman: India: Struggle Against Time pp. 35-72

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Mention should be made of the specific manner in which these agencies have helped India. It should also be pointed out to the class that many countries have given aid to India including the United States and the USSR. A group of students should investigate economic conditions in Pakistan. What problems does she face? What is the government doing to alleviate problems? Compare the economic condition of India and Pakistan in class discussion. The section on economic planning might be culminated with a class discussion of India's present economic status and forecasts for the future predicted by the experts. What problems will continue to plague India?	

G. CONTACTS AND FOREIGN POLICY

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What contacts has India had with other countries? With the U.S.? What type of foreign policy has India pursued since 1947?	Using a wall map and the Classroom Atlas the class can see that India is a neighbor of China and is also close to the USSR. The class should discuss the implications this location has for India. A special report should be prepared on India's relations with Pakistan. What is the current status of affairs between the two? A student report could be made on the relationships between India and the U.S. What policy has India followed? Why? What types of aid has the U.S. given to India? Several students could read through their books to determine the trend in Indian foreign policy since 1947. The class might then discuss the reasons for these policies. . Close economic and political ties with British Commonwealth countries. . Non-Alignment-"neutrality"	

A. PHYSICAL FEATURES OF INDIA

RIVERS	MOUNTAINS	PLAINS
Brahmaputra	Eastern Ghats	Ganges
Cauvery	Himalayas	Hindustan
Ganges	Vindhya Range	
Godavari	Western Ghats	
Indus		
Jumna	PLATEAUS	DESERT
Kistna	Deccan	Great Indian (Thar)
Narbada		
Tapti		

B. TIME LINE OF INDIA

3000 to 2500 B.C.	Dravidians
2000	Aryans migrate into India
2000-500'	Vedic Period
1000-500	Epic Period
563-483	Guatama Buddha
327-320	Alexander the Great invades India
322-185	Maurya dynasty (Asoka, 173-232)
A.D. 320	Gupta dynasty established
606-647	Reign of Harsha
1000's	Moslems bring Islam to India
1192-1398	Turkish empire in India
1498	Vasco da Gama reaches India
1525	Babur invades India; founds Mogul Empire
1600	East India Company chartered
1700's	Fall of Moguls Empire
1858	English Crowns controls India
1869	Mohandas K. Gandhi born
1876	Mohammed Ali Jinnah born
1947	India and Pakistan gain dominion status
1948	Gandhi Assasinated
1961	Portuguese routed from Goa

(It should be noted that India was not a united group of "states". There were hundreds of small kingdoms.)

C. COMPARISON OF INDIA WITH SELECTED COUNTRIES

Country	Pop. Density	% of pop. in cities	% of pop. in rural areas	People per doctor	People per hosp. bed	Life Span	People per tele-phone	People per radio	People per auto	Literacy (%)	Arable Land & Pasture (%)
India	351	17	83	5,200	2,000	M-32 W-32	909	177	1,447	15-20	53
United States	50	70	30	795	101	70	3	1	3	97	
Chana (main-land)	175	14	86	8,700	1,800	----	2,000	144	19,893	45-50	29
Israel	287	76	24	400	150	M-71 W-73	18	5	54	90-95	58
Jordan	45	38	62	5,800	590	----	71	12	250	15-20	17
Soviet Union	26	48	52	550	130	M-64 W-72	50	7	364	90-95	26

Source: Scott, Foresman: In the Americas and Beyond the Americas.

Note: Have the pupils develop a chart for Pakistan using the same source.

D. GOVERNMENT

structure of government	federal	centralized	
type of control	democratic- "the people"- the electorate	absolutistic- dictatorship of one party or one person	
head of state	monarchy- inherited	republic- elected	
type of participation	direct	representative	limited
mode of central government	cabinet- "responsible" to a parliament	presidential "fixed elections"	